Impact of COVID-19 on Right to Education: A Socio-legal Study with Special Reference to Garhwal Region, Uttarakhand

A

SYNOPSIS

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IN

LAW

BY

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I, **Priya Chanana**, declare that the synopsis entitled, "**Impact of COVID-19 on Right to Education: A Socio-legal Study with Special Reference to Garhwal Region, Uttarakhand**" being submitted in the partial fulfillment of the requirement for the award of the degree of Doctor of Philosophy in Law under ICFAI Law School, The ICFAI University, Dehradun during the academic year 2024.

The work is expected to be carried out under **Dr. Razit Sharma's** supervision. It is further declared that the synopsis is within the plagiarism limit and a copy of the same is attached as per the University norms.

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ABSTRACT

Education helps in the enrichment of the individual and society. It helps for the all-round development of any individual. In our constitution, different Articles talked about Free and compulsory education for children of a certain age group. The Right to Education Act also explained the terms and conditions for getting Free and compulsory education to the Children. The role of the Right to Education Act was to ensure that every child under the age group of 6-14 gets free and compulsory education. The coronavirus has down the education Sector drastically. The Nation cannot afford the discontinuation of education at any stage. COVID-19 has brought significant disruptions to education across the globe and India has not remained an exception to this. This crisis has exposed many inadequacies and inequities in our education system. Every school, college, and other education sector shut down. School closures bring difficulties to students, teachers, and education management. Education is certainly an important contribution to the country's welfare and the individual's growth, but during the covid-19 it impulsively affected the education sector. Lack of proper network infrastructure, computers, and internet access may challenge at that time. The immediate increase of technological assistants is difficult for people. The unemployed family member forced their children to provide an Education. The lack of internet connectivity and resources is the main reason for implementing Free and compulsory education for children.

Online Education took place to implement the provisions for providing education to several people. The central government initiated to introduction of different platforms for the education sector so that children can benefit. The lack of resources results in the failure of such schemes and platforms. The economic Condition of the people of India fails e-learning as well. The E-learning failed to fulfill the approach mentioned under the Constitution Provisions as well as the Right to Education Act provisions. Online teaching platforms are difficult for Teachers as well as Parents to Handle in technology.

The Education Department must introduce new concepts for to change the educational system during the closures, researchers, curriculum designers, education officers, and educational institutions should collaborate. Curriculum development, post-COVID-19 learning methodologies and procedures, and

education system transformation should all be prioritized by educational institutions. Curriculum design, teamwork, skill development, and educational institutions should prioritize improving the educational system during closures. Following COVID-19, the school's design ideas and techniques to make up for lost learning guarantee that students return when classes resume, prepare teachers, parents, and students, and scale the accessibility of remote learning.

This research work will help to review the legislative provisions and the concept Related to Providing Free and Compulsory Education Need to be amended. The new strategies should be introduced by the government in the future if we face any such condition we must be prepared with full Digital and technological support. In education, the education sectors do not face any kind of difficulty during that time. The government must enhance the broadcast facility to the children even if they wish to choose e-education. The curriculum and teaching-learning as per the needs of post covid-19 that must be introduced by the government.

1-INTRODUCTION-

The COVID-19 pandemic has had a profound impact on societies worldwide, disrupting various aspects of daily life and triggering far-reaching consequences. Among the sectors heavily affected, education stands out as a critical area significantly impacted by the impulsive crash caused by the pandemic. This Research aims to critically examine the implications of the COVID-19 crisis on the right to education, with a particular focus on the Garhwal region of the state Uttarakhand in India.

Education is a fundamental right and a cornerstone of human development, enabling individuals to reach their full potential and contributing to the progress of nations. However, the sudden and unforeseen arrival of the COVID-19 pandemic has severely disrupted educational systems globally, challenging the realization of the right to education for millions of students.

Uttarakhand, a state nestled in the foothills of the Himalayas, has faced unique challenges in the time of the pandemic. The region's diverse geographic landscape, coupled with its socio-economic characteristics, has presented distinct obstacles to the aminities of quality education. Therefore, a focused analysis of the impulsive COVID-19 crash on the right to education in Uttarakhand becomes imperative to comprehend the situation comprehensively.

This study aims to delve into the multifaceted consequences of the pandemic on education in Uttarakhand. It will examine the abrupt transition to remote learning modalities, the digital divide exacerbating educational inequities, the impact on marginalized communities, and the broader repercussions on learning outcomes and educational access. By critically assessing these aspects, the study seeks to offer valuable insights into the challenges faced by the state's education system and identify potential strategies for mitigating the negative effects.

Drawing upon a combination of primary and secondary research, including academic literature, government reports, and statistical data, this study endeavors to present a comprehensive analysis of the impulsive COVID-19 crash on the right to education in Uttarakhand. In addition to assisting in the development of evidence-based policies and actions to guarantee a more robust and inclusive

education system for the state's future, the research's conclusions and recommendations will deepen our understanding of the crisis's impact on education, edits and rewords your sentences to assist you in swiftly and effectively revising and reworking your content.

In summary, this study seeks to shed light on the far-reaching impact of the COVID-19 pandemic on the right to education, with a particular focus on the Garhwal region state of Uttarakhand. By closely examining the challenges and consequences, it aims to provide a critical analysis that can inform effective strategies and policy measures to safeguard the right to education and ensure a more equitable and resilient educational landscape in the post-pandemic era.

Western philosophers like Socrates, Plato, and Aristotle can be considered as the first educators in the context of the evolution of modern education. It was they who applied different methods to promote education. It also contributed to the development of critical thinking. The first school to be founded was Plato's Academy. It is considered a model for today's schools and universities.

Education, teaching, and learning methods are the objects of the study of pedagogy. It considers both formal and non-formal education.

The principles of UDHR 1948, Emphasize that every child or child gets an elementary education and it is a right of the child and it must be compulsory as per Article 26(1).

Under the Indian Constitution the 86th Amendment Act, of 2002 Added different Articles in Fundamental Rights, Directive Principles of State policy, and Fundamental Duties with a motive to more actively people aware of their Rights and Duties as well as the government for their duties to Enhance proper functioning of Schools at Elementary level.

Article 45 under the directive Principle of the state policy puts an obligation upon the state to impart education to children until they reach the age of 14 years. That provision emphasizes upon the state to take all such necessary steps required to fulfill the concept of this Article.

Article 21 of the Indian constitution which ultimate goal is to improve the life and liberty of the individual so indirectly it focuses on providing education as a right of children to improve their lives.

Article 21A was added and it mentioned the right of the child to get elementary

Education between the age group of 6 to 14 years. As this Article mentioned the word free that every child who falls under the age group must get free and compulsory education.

The Fundamental duty under Article 51A (k), This Article making it binding on parents or guardians to provide opportunities for education to their child or ward between the ages of 6 and 14 years.

The major and significant arrangements of the Right to Training Act, 2009-

Right to free and Necessary Training for youngsters from the age gathering of 6 to 14 years.

This establishment advances a cordial learning climate for those youngsters in the school. The arrangements of RTE, 2009 simultaneously deny any sort of physical as well as mental badgering of those youngsters.

Centres on a better framework, understudy instructor proportion, working days and long periods of educating and non-showing staff, and so forth.

The Demonstration should guarantee that the training granted is liberated from cost. The RTE, 2009 makes Focal and State Govt. answerable for giving Free and Mandatory Schooling by giving monetary and different assets.

As per the arrangement of this sanctioning, it will be the obligation of every parent or watchman to concede or cause to be conceded their youngster or ward to rudimentary training in the local school. This regulation chalks out the degree of the school's liability regarding free and mandatory instruction.

The essence of the RTE, 2009 has been installed into the expression of 'Free and Necessary Instruction'. Free training implies that no youngster, other than a kid who has been conceded by their folks to a school, that isn't upheld by the suitable Govt., will be at risk of paying any sort of charge, charges, or costs that might keep the person in question from seeking after as well as finishing rudimentary instruction. 'Necessary Training' gives a commitment or obligation to the suitable Govt. as well as neighbourhood specialists to give and guarantee affirmation, participation, and fruition of rudimentary training by all offspring of the age gathering of 6-14. In this way, from the two significant expressions, it is very obvious that Govt. needs to bear the weight of liability to spread proficiency all through India among a specific age bunch.

1.1 ONLINE EDUCATION-

"Online education is electronically supported learning that relies on the Internet for teacher/student interaction and the distribution of class materials."

The outbreak of the COVID-19 pandemic caused an unprecedented disruption to traditional educational systems worldwide. With schools and educational institutions forced to close their doors to curb the spread of the virus, governments and educators turned to online education as an alternative mode of instruction. This critical study focuses on the role of online education in mitigating the impulsive COVID-19 crash on the right to education, with a specific emphasis on the state of Uttarakhand in India.

The right to education is a fundamental human right enshrined in various international and national frameworks, guaranteeing equitable access to quality education for all. However, the sudden onset of the pandemic posed immense challenges to the realization of this right, particularly in a diverse and geographically challenging state like Uttarakhand.

In response to the crisis, online education emerged as a viable solution to ensure continuity of learning amidst the pandemic-induced disruptions. The shift to online platforms allowed students to access educational resources, participate in virtual classrooms, and engage in remote learning from the safety of their homes. Consequently, this study aims to critically examine the effectiveness and implications of online education to uphold the right to education during the impulsive COVID-19 crash, with a specific focus on Uttarakhand.

Uttarakhand, with its hilly terrain and scattered population, faces unique challenges in providing equitable access to education. Online education, while promising in theory, presents various obstacles in practice, particularly in remote areas with limited internet connectivity and access to digital devices. This critical study intends to analysis the extent to which online education has addressed these challenges,

identified its limitations, and explored potential strategies to bridge the digital divide and promote inclusive online education in Uttarakhand.

By conducting a comprehensive examination, this study seeks to evaluate the impact of online education on marginalized communities, including students from economically disadvantaged backgrounds, remote areas, and marginalized social groups. It will assess the effectiveness of online platforms in facilitating interactive learning experiences, the availability of digital resources, and the support systems in place to ensure that no student is left behind.

Drawing upon primary research, including surveys, interviews, and case studies, as well as secondary sources such as academic literature and government reports, this critical study aims to present a nuanced analysis of the role of online education in mitigating the impulsive COVID-19 crash in the right to education in Uttarakhand. The findings will shed light on the strengths and weaknesses of online education, provide insights into the digital infrastructure required for its effective implementation, and offer recommendations for policymakers, educators, and stakeholders to enhance the inclusivity and quality of online education in the state. The study will examine the role of online education in mitigating the impulsive COVID-19 crash on the right to education, with a special focus on Uttarakhand. By analyzing the challenges, opportunities, and outcomes of online education in the state, it aims to provide insightful information for creating efficient policies , strategies, and interventions to ensure equitable access to quality education during times of crisis and beyond.

1.2 EDUCATION MOVED ONLINE:

- Educational institutions worldwide promptly responded to the pandemic by going online.
- In record time, students moved from physical Classrooms that create much-needed social interactions to being seated behind virtual classroom screens for number of hours.

In India, the shift to online platforms happened at a slower pace and was mainly driven by the academic institutions that already had digital learning platforms in place, and the means to operate them. The effectiveness of online learning is still the subject of debate. Experts have been studying the retention of information by students and how remote learning has impacted the development and social skills of children. They conclude that online learning's effectiveness

is dependent on the following three conditions:

- *Students having consistent access to the internet and computers.*
- *Teachers receiving the needed training to administer courses online.*
- *Platforms that provide personalized learning, to match the journey of each student.*

These three conditions posed many challenges for Indian schools, their faculty, and the students – the latter perhaps bearing the brunt of the shift to online methods.

2. RESEARCH PROBLEM-

Following are the explanations for reconstitution of certain provisions about Free and Compulsory Education-

- The massive disruption to children's education has thrown light on the need for the government to **devote serious attention and resources** to ameliorate, mitigate, and correct the long-standing inequalities in the education institutions that have been highlighted and exacerbated during the pandemic.
- The absence of adequate or effective legal provisions to deal with such an unprecedented situation has brought miseries to the public. The fundamental Right to education cannot be implemented in its true spirit without having specific legal provisions to tackle a situation like the COVID-19 pandemic in the present or future.
- There is a need to reinvent the learning environment so that digitalization expands and online Learning improves.

3. LITERATURE REVIEW-

The literature Review of my tentative thesis topic covered Thousands of Research papers, books, and Reports but I mentioned below certain selected literature with international, national, and regional aspects as Follows-

a) Impact of COVID-19 on education- International Prospective:

- The Authors of Luis Miguel Lázaro Lorente, Ana Ancheta Arrabal, and Cristina Pulido-Montes in the Article "The Right to Education and ICT during COVID-19 International Perspective" This paper Analysis of the Inequalities and Pre-existing Problems in education systems around the

globe.They implement different measures and resources to continue educational Processes.

Research Gap- It intent on the Sustainability of education in relation to Government policies and through an international perspective

- The Authors Denisse Gelber, Carolina Castillo, Luciano Alarcón, Ernesto Treviño & Rosario Escribano in the Article "COVID-19 and the Right to Education in Chile: An Opportunity to Revisit our Social Contract" This paper Analysis of unequal social-economic circumstances that affect the education in Chile state.

Research Gap- It focuses on the unequal status and schemes of education by the Chile ministry and does not cover the part of teacher impact on education.

- The Author Xin-Yu Wang, Guang Li, Summaira Malik & Ahsan Anwar in the Article "Impact of COVID-19 on Achieving the Goal of sustainable development: E-learning and educational productivity" This paper analysis the concept of e-learning and what are its Pros and cons impact over the education system.

Research Gap- The paper focuses on the learner's perspective and lacking behind the empirical study of teacher training concerning e-learning.

- The Author Dr. Areba George Ngwacho,in the Article "COVID-19 Pandemic Impact on Kenyan Education Sector: Learner Challenges and Mitigations" This Article Analysis the challenges faced by the education system of Kenya at the time of pandemic.

Research Gap- This paper focuses on the Government schemes or MOE signed for the education system but lacking in the empirical survey on actual challenges faced by the country's people.

- The Author Cecilia Azorín, in the Article "Beyond COVID-19 supernova. Is another education coming?" This Article Analysis the social and educational responses during the pandemic in the Spanish education system.

Research Gap- It focuses more on the Spanish education system and no comparative study has been done. This paper only adds policymakers' viewpoints concerning what system has to be adopted.

- The Authors Aaron A. Funa, Renz Alvin E. Gabay, Evan Carlo B. Deblois, Lizel D. Lerios, Frances Grace J. Jetomo, in the Article "Exploring Filipino preservice teachers' online self-regulated learning skills and strategies amid the COVID-19 pandemic" This Article Analysis the Philippine teacher's strategies in an online learning environment.

Research Gap- This paper only contributes to the strategies and techniques used by Philippine teachers. Empirical research is done on the validity of the use of such learning strategies and the paper lacking behind the student's perceptions.

- The authors Heidi Krzywacki , Lara Condon, Janine T. Remillard, Rowan Machalow, Tuula Koljonen, Hendrik Van Steenbrugge, in the Article "Emergency remote teaching as a window into elementary teachers' mathematics instructional systems in Finland and the U.S" This Article analysis how teachers exchange their cross-culture study during the period of emergency.

Research Gap – This paper has not covered the period of the pandemic concerning cross-cultural study methods.

- The Authors María C. Cortés-Albornoz, Sofía Ramírez-Guerrero, Danna P. García-Guáqueta, Alberto Vélez-Van-Meerbeke, Claudia Talero-Gutiérrez, in the Article "Effects of remote learning during COVID-19 lockdown on children's learning abilities and school performance: A systematic review" This paper analysis the academic performance of the student during the pandemic. It also emphasis to development of future strategies for education.

Research Gap - This research paper only focuses on the performance of students and does not cover any policy or guideline for the betterment of education during such a pandemic.

- The Authors are Magdalena Korzycka,Martyna Bójko,Katarzyna Radiukiewicz,Anna Dzielska,Hanna Nałęcz,Dorota Kleszczewska,Agnieszka Małkowska-Szkutnik,Anna Fijałkowska, in the article "Demographic analysis of difficulties related to remote education in Poland from the perspective of adolescents during the COVID-19 pandemic" this paper analysis the remote learning of school students in Poland during the pandemic.

Research Gap- This paper only focuses on the age group of children between 11-18 and This publication does not provide any analysis that compares this state to others.It only focuses on the aspect of remote education in Poland.

- The Authors Shu Cui , Chao Zhang , Shijiang Wang, ; Lei Wang Ling Zhang ; Qiuyu Yuan Fangshuo Cheng ; Kai Zhang ,Xiaoqin Zhou , in Article "Experiences and Attitudes of Elementary School Students and Their Parents Toward Online Learning in China During the COVID-19 Pandemic: Questionnaire Study" The analysis of this paper on online education on elementary students and how their parents provide them resources during pandemic.

Findings – It focuses on only parent and student problem at elementary education system not focuses on any policy, procedure and teacher training.

- The authors Noam Angrist d, Andreas de Barros, Radhika Bhula, Shiraz Chakera, Chris Cummiskey, Joseph DeStefano, John Floretta, Michelle Kaffenberger, Benjamin Piper, Jonathan Stern, in the Article "Building back better to avert a learning catastrophe: Estimating learning loss from COVID-19 school shutdowns in Africa and facilitating short-term and long-term learning recovery" this paper analysis cost effect strategies to improve learning in beyond pre-covid reforms.

Research Gap- This paper focuses on learning loss of students not study the issues related to resources and physical health of the student.

- The Authors Carolina Alban Conto, Spogmai Akseer, Thomas Dreesen, Akito Kamei, Suguru Mizunoya, Annika Rigole, in the Article "Potential effects of COVID-19 school closures on foundational skills and Country responses for mitigating learning loss" this paper analysis the impact of covid-19 to the people belongs to marginalized group at pre-primary level of schooling.

Research Gap- This paper not covered the teacher training and students both play an important part in successfully executing teaching and learning in a digital classroom, bridging the gap between traditional and virtual systems by adapting the essential technologies.

- The Authors Marlen Martínez-Domínguez, Isael Fierros-González, in the Article "Determinants of internet use by school-age children: The challenges for Mexico during the COVID-19 pandemic" this paper analysis the productive use of

internet for school going children and how government can incorporate internet as learning tool.

Research Gap- This paper only focuses on well-structured digital learning system in Mexico.

- The authors Anat Raviv, Marsel Amasha, Noha Bader, in the Article of "Arab and Jewish students in the post-Covid-19 era: Learning patterns as a trigger for dropout intent" the paper analysis the impact of post covid-19 on Arab students which faced academic dropouts.

Research Gap- The paper only focuses on particular geographical area and particular class of students not mentioned any new policy and legal aspect to deal with certain dropout situation.

- The Authors Jennifer Paetsch, Sebastian Franz, Ilka Wolter, in the Article "Changes in early career teachers' technology use for teaching: The roles of teacher self-efficacy, ICT literacy, and experience during COVID-19 school closure" the paper analysis the role of ICT literacy among the teaching class and experience of e-learning faced by teachers.

Research Gap- This paper not focuses on the teacher training as well as school infrastructure for implementation of ICT literacy.

- The Authors Merike Darmody, Emer Smyth, and Helen Russell in the Article "Impacts of the COVID-19 Control Measures on Widening Educational Inequalities" This paper analysis the consequences of COVID-19 upon young people with a special impact on education. It Emphasizes learning loss and the learning Gap among students.

Finding- To make a real difference, various policymakers (education, employment, welfare, etc.) need close cooperation.

Research Gap- The research paper analyses the impact of COVID-19 from a global perspective. It also lacks the approach that should belong to different social groups, with a special focus on education.

- The Authors of Luis Miguel Lázaro Lorente, Ana Ancheta Arrabal, and Cristina Pulido-Montes in the Article "The Right to Education and ICT during COVID-19 International Perspective" This paper examine the Inequalities and Pre-existing Problems in education systems around the world. They implement different measures and resources to continue educational Processes.

Research Gap- It focuses on the Sustainability of education by way of Government policies and through an international perspective.

- The author Raquel Muñiz, in the article of "Education Law and Policy in the Time of COVID-19: Using a Legal Framework to Expose Educational Inequity" This paper analysis social inequalities of low-income students faced during the pandemic.

Research Gap- The policymakers have the ability to centre marginalized students and, thereby, promote educational equity.

- The Author Professor Sandra Fredman in the Article "A human rights approach: The right to education in the time of COVID-19" Based on a review of the pandemic's effects in recent research and school closure experiences from past crises like the Ebola outbreak, this study demonstrates that COVID-19 closures create danger situation among the people.

Research Gap- To guarantee that actions are done to lessen the pandemic's consequences both now and in the future, the human rights-based approach indicated above is crucial. International human rights legislation imposes legal obligations on states that they are unable to fully abide by.

- The Author Suzanne B. Goldberg Acting Assistant Secretary for Civil Rights U.S. Department of Education, in the Report titled "Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students"

Findings- This Report covers school districts that shortened their school day during distance education for every students, sometimes to only a few hours, and often had limited live communication time with the teacher, according to our review of district plans.

- The Authors Alicia Bárcena (Executive Secretary of ECLAC) And Claudia Uribe (Director of OREALC/UNESCO Santiago) in the Report titled "Education in the time of COVID-19" The report explain the various short- and medium-term effects that these actions will have on educational communities, as well as to provide important suggestions on how to best manage those effects. This will acknoleged the process for learning and innovation in the education system that will emerge after

the pandemic

Findings- It focuses on the resilience of national education systems and transform them into equitable.

- The Author Andreas Schleicher, in his Report Title "THE IMPACT OF COVID-19 ON EDUCATION INSIGHTS FROM *EDUCATION AT A GLANCE 2020*" This Report examine the insights into its economic consequences for education, but also the dynamics of reconciling public health with maintaining educational provision.

Findings - At the core of the global agenda and education's promise to our future society is the idea that all young people have the chance to thrive in school and acquire the certain strategies for enchancement of education.

- The Author Marija Pejčinović Burić in his report Title "THE EDUCATION RESPONSE TO THE COVID-19 PANDEMIC"

Findings - This report Examine the specific lesson plans for a practical guide for parents supporting their children's distance or blended education, it is testament to our determination to help in what remains an unpredictable and fluid situation.

- The Author H. E. Ms Sahle-Work Zewde in his Report title "International Commission on the Futures of Education"

Findings- This report examines strengthen education as a public utility, the right to education insofar as it takes into account the significance of connection and information access, and the value placed on the teaching profession and teacher collaboration. In reaction to the COVID-19 pandemic, educators have shown extraordinary ingenuity, and the most resilient institutions have been those that have actively involved families and communities.

b) Impact of COVID-19 on education- National Prospective:

- The Authors Ms.Toshika Pareek and Dr. Kiran Soni In the Article "A COMPREHENSIVE STUDY ON COVID-19 PANDEMIC: AN Impact on School Education in India" This Article analyze the impact of COVID-19 on school education in India Importance of online education in Indian context with relation to COVID-19 impact about gender perspective.

Findings- It focuses on Teacher training for online platforms.

Research Gap- The study is focused on respondents' answers in a certain area. This research helps to get an insight into respondents' understanding of online schooling and its influence on the well-being of their pupils concerning the gender

of respondents only.

- The author Mukesh Rawal in the Article "An analysis of COVID-19 Impacts on the Indian Education System" This paper analyzes the Impact of COVID-19 on the Indian Education System, focusing on education during online teaching and assessment of students getting online classes during this pandemic from settings at home.

Findings- It focuses on the government's organized maximum approach to the utilization of online Platforms.

Research Gap- This paper analyses the Impact of COVID-19 on the Indian Education System, focusing on education during online teaching and assessment of students getting online classes in this pandemic from settings at home. The research lacks a holistic approach regarding school education in India.

- The author JAIMALA CHAHANDE in the Article "Analysis of an Impact of Digital Divide on Right to Education in India during the COVID-19 Pandemic" This paper analyses the impact of the 'Digital Divide' on the 'Right to Education' and discusses the Constitutional provisions, Legislative and Judicial efforts and attempted to explain the challenges pose by the pandemic situation.

Research Gap- The suitable steps that the Government will take for making policies and plans to build an inclusive and effective education system.

- The author Mr. Ninad J. Dani in the Article "A Review on Impact of COVID-19 on Education in India" This paper analyzes the impact of COVID-19 on the education profession as well as the education system.

Findings- It focuses on the Digital Platform effect on Offline mode teaching.

Research Gap- The research paper focuses only on the impact of COVID-19 on the teaching fraternity and does not consider the comprehensive approach regarding other issues and challenges.

- Author Sudarshan Maity, Tarak Nath Sahu, and Nabanita Sen in the Article "COVID-19 and Digital Primary Education: Impact and Strategies for Sustainable Development" This paper Analysis on the school structure and economic capability of parents and during the pandemic girl students and students from village government schools are the worst condition as compared to the city-based schools and private schools respectively.

Findings- It focuses on the tech-based culture that will be introduced at Primary level Schools.

Research Gap: -The findings of the study have several significant implications that require immediate address from the government's end to regulate the examination of the current academic year that in turn would be beneficial for the new academic session.

- The Authors Gohil Bhumika Ashok Kumar and Dr. Kanzariya Dinesh in the Article "This paper analyzes the implementation of various social infrastructures allied with education"

Research Gap- The present study only focuses on the implementation of the existing provisions and present legal framework. It lacks in drawing out or pointing out the loopholes or drawbacks in this framework.

- The Author Dr. Pravat Kumar Jena in the Article "Impact of Pandemic Covid-19 on Education in India" This paper analyses certain measures taken by the government for seamless education in the country.Both the positive and negative impacts of COVID-19 are discussed in the education system.

Research Gap- It focuses only on educational institutions to strengthen their knowledge and Information Technology infrastructure to be ready for facing COVID-19-like situations.

- The Author SURAVI GHOSH Article "Impact of Covid-19 on Education: An Analysis from Human Rights Perspective with Special Reference to Indian Constitution and RTE Act, 2009" This paper analysis the human rights perspective of a particular group of young generations relating to their deprivation of getting education during and in the aftermath of this pandemic.

Research Gap- It focuses on some Indian legislative frameworks that can be termed as inefficient to cope with such an unprecedented situation in a poor country like India.

- The Author Showkat Ahmad Dar Dr.Naseer Ahmad Lone in the Article "IMPACT OF COVID-19 ON EDUCATION IN INDIA" This paper analysis E-learning during COVID-19.

Research Gap- It focuses on a well-structured education system digitally.

- The Author Ven Dr. Olaganwantte Chandasiriin the Article "The COVID-19: impact on education" This paper analysis how the individual lifestyle

has been disrupted both physically and mentally in during the pendamic

Research Gap-It focuses primarily on Teaching and Leaning Methodology during Covid-19 leaving aside the statutory drawbacks and policy loopholes.

- The Shaun Star in the Article "The Impact of COVID-19 on the Right to Education in India" This Paper analyzes the balance between two competing rights in a time of global crisis—the right to public health and the right to education—both fundamental rights enshrined under India's Constitution.

Research Gap- It focuses on public policy reform and its further investment into the education system. The priorities for India are to ensure that no school students are left behind.

- The Author Dr. Rituparna Basak in the Article "ADAPTATION TO NEW EDUCATION SYSTEM DUE TO THE COVID-19 PANDEMIC" This paper analysis a chance for India's education system to change from a traditional to a digital model.

Research Gap- Teachers and students both play an important part in successfully executing in a digital classroom, bridging the difference in both the approaches as traditional and virtual systems by adapting the essential technologies and implementing new approaches in the educational system through digitalization.

- The Author Dr. Diganta Kumar Das in the Article "Change in Learning Environment during Covid-19 Pandemic: A Study from Students Perspective" This paper analysis that e-education does not reach all students particularly those living in rural areas.

Research Gap- It focuses on the less effective impact of online platforms in rural areas. The study lacks a comprehensive approach from the point of view of issues and challenges faced by the institutions and the regulatory framework.

- The Author Dr.Surjit Singh Puar in the Article "Right to Education Act: A Critical Analysis" This paper analysis the several issues and challenges that still need to be explored and discussed for the successful implementation of the Right to Education.

Research Gap- It focuses only on the long-term vision required for the development of a strong Education base for the future generation.

- The Author Frank van Cappelle, Vidur Chopra, Jim Ackers, Perman Gochyyev, In the Article "An analysis of the reach and effectiveness of distance learning in India during school closures due to COVID-19" this paper analysis the learning opportunities given by the government strategies to cover the gap in utilization of technology.

Research Gap – This paper not covered the constitutional prospective for elementary education and not focus on legal sanctity for educational reforms.

- The Author Kandaswamy Paramasivan, Bhiksha Raj, Nandan Sudarasanam, RahuSubburaj, in the Article "Prolonged school closure during the pandemic time in successive waves of COVID-19- vulnerability of children to sexual abuses – A case study in Tamil Nadu, India" this paper analysis sexual abuse during the pandemic by closure of schools.

Research Gap- This paper not focuses on the government strategies for e-learning policy and Teacher, parent involvement regarding the digital abuse.

- The Authors Ananya Mahapatra, and Prerna Sharma in the Article "Education in times of COVID-19 pandemic: Academic stress and its psychosocial impact on children and adolescents in India" the paper analysis the short term and long term goal faced by the students during closure of schools which affect their psychological mobility.

Research Gap- It focuses about the government digital platform but lacking behind the legal provisions in demand to applicability.

- The authors Guta Akash and goplani mala, in the Article "impact of Covid-19 on Educational Institution in India" This paper analysis breakdown of education system at every stage and how it disrupts our educational institutions.

Research Gap-The paper lacking behind the empirical research for challenges under education system as well as not covered the digital platforms effective implementation.

- The Author J.C. AGGARWAL in the book title "MODERN INDIAN EDUCATION: HISTORY, DEVELOPMENT AND PROBLEMS" The book provides a meaningful survey of the development of education in India since 1800, presents details of the strenuous efforts made to restructure the educational system so as to meet the aspirations and

needs of the people of India, and educational problems in a global perspective.

Research Gap- The work is not dealing with the legal and policy framework and the issues that must be drawn attention in the legal domain.

- The Author S.P. AGRAWAL, MEENA USMANI, in the book Title "CHILDREN'S EDUCATION IN INDIA" Focuses on the evolution of children's education since independence and the planning of education. Additionally, the book lists the organizations that have addressed inquiries about the developmental problems of children.

Research Gap- The work is not deal with the legal and policy framework and the issues that must be drawn attention in the legal domain.

- The Author J.C. AGGARWAL, in the book Title "EDUCATIONAL REFORMS IN INDIA FOR THE 21st CENTURY",

Findings- The book provides an analytical view of the efforts made in India and abroad to revitalise education to meet the challenges of the 21st century. The deficiencies have been pointed out and pragmatic remedies are discussed. Recommendations made by the International Commission on Education for the 21st Century. Education, Multiple Dimensions of Curriculum and Evaluation, Comparative Global Educational Policies.

- The Author S. GUPTA, in the book title "EDUCATION IN EMERGING INDIA" The book analyses the role of education in bringing about a peaceful and silent revolution for ushering in an era of harmony, peace, progress and prosperity in India. Role of education in population planning, conservation, protection and promotion of environment, eradicating poverty and generation employment, and strengthening emotional and national integration is suitably highlighted.

Research Gap- The book does not cover the relevant aspects like Covid-19 situations and the effect on the right to education and the ways to tackle such situations.

- The Authors J.C. AGGARWA,S. GUPTA in the book title "RIGHT TO EDUCATION AND REVITALIZING EDUCATION" This books overview about A Brief History of Education Reforms in India , Sarva Shiksha Abhiyan and The Rights of Children to Free and Compulsory Education Act, 2009.

Research Gap- Gap- It not focuses on the E-learning Platforms.

- The Authors Dr Jayanta Mete and Dr Ajit Mondal in the book title "Right to Education in India"

Findings- The present book deals with the historical genesis and development of the Right to Education in India from 1813 to 2009. It has also explored the salient features, provisions, child rights, equity issues, evaluation policy, teachers' responsibilities, loopholes and suggestions on implementation of the Act, 2009.

- The Author Deepa Idnani, in the book of "RIGHT TO EDUCATION AND SCHOOLING"

Findings- Right to Education and Schooling explores critical thinking around the Right to Education Act (RTE) in its different facets ranging from its historical antecedents to the contemporary times. The various provisions of the Act have been discussed, apart from its implementation and effectiveness.

- The Author Ravi Kumar, in the book title "The Crisis of Elementary Education in India".

Findings- The problems that this nation's elementary education system is facing are covered in this book. This book addresses topics related to academics, activists, and administrators by bringing together a variety of viewpoints and interpretations.
–policy
–legal obligations
–economic implications
–gender
–inclusive education.

- The Authors Muchkund Dubey and Susmita Mitra in the book title "Vision of Education in India"

Findings- The Book review education in India through a matrix of nation-building, social and economic divisions, and social hierarchies. The book revisits the vision of education of some of the great Indian philosophers and leaders, deconstructs some of the seminal documents on education and analyses the trends and progress in the implementation of educational programmes and policies.

- The Author R. Govinda, in the book title of "Who Goes to School? Exploring Exclusion in Indian Education"

Findings- This book explores such exclusion and the policies and actions required to develop an inclusive education system. It focuses on aspects ranging from malnutrition, gender and social equity, migration, drop out, and differentiation in schooling provisions to matters of teaching and governance. Combining statistical analysis and reviews, it explains patterns of access and exclusion.

- The Author Florian Mattey Prakash, in the book tittle "Right to Education in India: The Importance of Enforceability of Fundamental Right" This Book presents benefit given to the children as per elementary education and identified enforceability of Art 21A with reference to grievance Redresses mechanism as per RTE Act 2009.

Research Gap- The book not mentioned the enforceability of Digital Learning.

- The Authors Samer Al-Samarrai, Maulshree Gangwar and Priyal Gala, in the Report of "THE IMPACT OF THE COVID-19 PANDEMIC ON EDUCATION FINANCING" in this report the impact of the pandemic on public spending plans for education will vary according to the context and the policy choices made in each country.

- The Authors UNICEF Members in the report of "India Case Study Situation Analysis on the Effects of and Responses to COVID-19 on the Education Sector in Asia" This report examine that schools serve purposes more than just academic instruction; that the digital divide poses a threat to growing gaps in access to high-quality education; and that it would be exceedingly costly to guarantee that all students had access to digital resources.

Findings- Learning loss will be a critical issue to address across the nation and within states and schools' formative assessment and teaching at the right level will be essential to recovery, especially for marginalized children.

- The Author Mr. Rajnish Kumar in the Report of "INDIA REPORT DIGITAL EDUCATION" This report examine different states regarding the MHRD has undertaken several initiatives to assist students, scholars, teachers and lifelong learners in their pursuit of education. These initiatives cover educational requirements, ranging from learners in schools to postgraduates.

- The Author Ankit Vyas, in the report "Status Report- Government and private schools during COVID-19" This report In studies looking at how education is being provided during the lockdown, including online courses and TV, over 80% of parents said that education is not being provided during the lockdown; in Bihar, this percentage was 100%. (Dey 2020; Santoshini, 2020). This might be taken in two different ways:

  1) Parents and kids were unaware of the different ways that education was being given;
  2) There were no devices or other means of accessing the educational content.

- The Author H. E. Ms Sahle-Work Zewde, in the report of "International Commission on the Futures of Education" This report examine the how education system should be enchnaced and make a valuable remark with collaboration of both teacher and student.

c) Impact of Covid-19 on Right to Education: Regional Prospective –

- The Authors Anamika Chauhan and Anita Sati in the Article "Prospects, Challenges and Achievements of Right to Education in Uttarakhand, India" This paper analysis the poor condition of elementary education and this condition is the creation of poor condition of infrastructure, teachers, conditions, parent illiteracy, social and economic discrimination.

Findings- It focuses on the improvement of the quality of education and enrolments in government schools of Uttarakhand.

- The Author Sukhpreet Kaur, in the Article "A Study to Assess the Impact of E- Teaching Learning Method on the School Going Children During Pandemic in the Selected Area of U.S. Nagar, Uttarakhand" This paper analysis the use of internet for learning purpose and how it will affect the health of children.

Research Gap- This Research paper not covered the reinvestment of government policy for betterment of digital education and not even focused the training of School teachers.

- The Authors are Neema gupta, Mohit and others in the Article of "Impact of Covid-19 on education sector in Uttarakhand: Exploratory

factor Analysis" this paper analysis about the higher education disruptions during the covid-19 and challenges faced by the students.

Research Gap- The paper only focuses on the higher education system in Uttarakhand state. This paper not covered the digital techniques used for seamless working of the universities.

- As per the Report of the Directorate of Economics and STATISTICS Government of Uttarakhand the title "UTTARAKHAND ECONOMIC SURVEY 2020 -21" This report examines the cost and affordability issues of infrastructure, data, connectivity and access to hand-held devices indicated ushering in a new kind of "digital divide" within the society. The emergency led us to identify new areas of innovation in educational delivery, pedagogy, and technological tools that will stay with us for years to come.

4. RESEARCH GAP:

- Covid-19 has brought significant disruptions to education across the globe and India has not remained an exception to this. The extensive review of literature reveals that the existing cache of research in the related area does not cover the impact of impulsive COVID-19 in schools of the state of Uttarakhand and there is a lack of empirical research on the complex issues and challenges the education system faced in the digital era.
- The available Data also lacks a systematic and holistic approach that covers the relevant issues and adversaries faced during this crisis in the hilly state of Uttarakhand and effective strategy and preparedness for the future.
- The empirical research related to the tentative title is relevant for the effective implementation of the Right to Education particularly in Uttarakhand in the digital era which is a penumbral right enumerated in the Constitution of India.

5. RESEARCH QUESTIONS:

- ❑ What is the basis of RTE as a fundamental right?
- ❑ What are the loopholes in the provision of the RTE Act 2009?
- ❑ What is the impact of Covid-19 on School education in India and How far digital governance is effective in the implementation of RTE?

- What are the effective measures and approaches adopted by the different countries for elementary education during Covid-19
- What are the issues faced in Garhwal region the state of Uttarakhand during the pandemic about the Right to education?
- What is the availability of digital Resources in the Government as well as Private Schools in the Garhwal region state of Uttarakhand?

6. RESEARCH OBJECTIVES:

- To understand the concept and significance of RTE Act
- To study the constitutional perspective of the Right to education in India
- To examine the Impact of COVID-19 on Indian Education System. And analyse the Digital governance in the education system.
- To analysis mechanisms and approaches of certain countries to curb the menace of COVID-19 on elementary Education Globally.
- To inquire about the issues and challenges in the online education system in Garhwal region the state of Uttarakhand.
- To recommend effective mechanisms and concrete suggestions for effective implementation of RTE even during adverse future contingencies.

7. HYPOTHESIS:

H1-The COVID-19 pandemic has highlighted numerous shortcomings and disparities within the education system, with a specific focus on the Garhwal region state of Uttarakhand, ultimately obstructing the realization of the Fundamental Right to Education in its intended form. Additionally, it is worth investigating whether the existing legal framework is equipped to effectively address unforeseen situations akin to the challenges posed by the COVID-19 pandemic.

H0- The covid 19 pandemic has not highlighted the disparities within the education system and not obstruct the fundamental right to education in the Garhwal region and the current existing legal framework and measures are equipped to effectively

address the situations akin the challenges posed by the pandemic.

8. RESEARCH METHODOLOGY:

The Researcher utilised Doctrinal and Exploratory research methodology to conduct the research on the "Impact of COVID 19 pandemic a right to education a social legal study with a special reference to Garhwal region Uttarakhand". The examination procedure has been picked in such a way that the fundament l information obtained from the Primary and secondary sources and Disciplines might be composed successfully and a connection might be set up between them.

The Primary source for the research will include the Legal Framework and statues related to Right to education in India and the data collected through the questionnaire.

The secondary sources for the research will include the National and international research paper, relevant Articles, Reports and Books related to Right to education and Covid 19 pandemic.

8.1 RESEARCH DESIGN:

8.1.1 The Universe for the purpose of this is selected Uttarakhand state and the Population for the research will be selected from the Garhwal region.

8.1.2 The Sample will be selected from the Garhwal region to conduct this research. The sample will be collected from the students from the age group (6-14 years) with the help of the guardians and Elementary school teacher of the Private and Government school.

Sampling Size- The sample size for the purpose of this research will be selected from the use of-

SPSS tool

Sampling Technique- The non- random sampling Technique will be utilized to collect the data from the selected sample size via a questionnaire

The questionnaire will include the open-ended questions related to the RTE and the Covid 19.

8.1.3 Tools used: The Google Forms software will be used to create questionnaire in both Hindi and English language for the convenience of the Both Hindi and

English medium schools.

9. EXPECTED OUTCOME OF THE RESEARCH WORK:

Through this research, the aim is to present a comprehensive framework that advocates for a collective effort to enhance the learning environment, fostering digitalization and the enhancement of online education.

The findings from this study have the potential to contribute to the revitalization of the Fundamental Right to Education, allowing for its realization in its purest sense. Moreover, it may facilitate the establishment of precise legal provisions designed to effectively address situations analogous to the challenges posed by the COVID-19 pandemic, both in the present and for future contingencies.

10. PROPOSED CHAPTALISATION:

Chapter-1 Introduction-

This Chapter explains the evolution and Historical development of the education system. Further, this chapter will embrace the meaning and concept of the Right to education.

Chapter 2 - Constitutional and Legal Framework-

This chapter will analyze the Indian legal perspective on the Right to Free and Compulsory Education. This chapter will focus on the failure of Legislative Procedure during the Covid-19 pandemic.

Chapter 3- Right to Education- International Perspective-

This chapter focuses on the international concept related to the right to education and the comparative analysis of the various legal systems regarding the right to education suffered during COVID-19 and what effective measures they have taken.

Chapter 4- Implementation of Right to Education in the Garhwal region state of Uttarakhand-

The chapter will be dedicated to the Empirical Study concerning the implementation of the Right to education during the pandemic in the state of Uttarakhand.

Chapter 5- Right to education: Issues and Challenges in the state of Uttarakhand during Covid-19 and Future Preparedness.

This chapter will cover the various issues and challenges faced by stakeholders during COVID-19. It further takes into account the future preparedness for such similar adversaries.

Chapter 6- Conclusion and Suggestions

Based on the findings the chapter will highlight some of the current legislation's flows in dealing with Education in India and further provide the solution for dealing with the same effectively.

11. Proposed Month-wise plan of work and targets to be achieved:

S. No.	ACTIVITIES	Months-Year															
		J-24*	F-24	M-24	--	--	--	--	--	--	--	--	--	--	--	--	D-25
1	Thesis Proposal defense	Feb 2024															
2	Extended Literature Review		Ma2024														
3	Questionnaire designing																
4	Pilot testing and refinement of																
5	Data collection																
9	Data preparation					June-nov2024											
10	Data analysis & Results				Dec 2024												
11	Report writing: Chapter1: …….											Jan2025					
12	Report writing: Chapter 3:		Feb-march 2025														
14	Thesis Writing, Publications and Other Requirements												April-May2025				
15	Thesis Submission													June-august 25			
																Dec 2025	

*Month and Year are given just for sample only. Use your proposed month and year in which expected to complete the activity

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